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ABSTRACT

A survey was carried out to determine the educational levels, objectives, programs, and areas of interest of women who desired to continue their education. Surveys were distributed to as many women as possible through women's organizations, government agencies, and gatherings of all kinds, and through mailings and responses to advertising and news releases. From the 1,285 surveys distributed in the service area of Mesabi Community College, 310 were returned. In addition to the survey, a committee investigated other area schools to ascertain what types of women's programs were offered. A literature survey was also conducted. The survey results indicated that: (1) many women are interested in returning to school; (2) most of the women have been out of school for more than eight years; and (3) the majority want to continue their education for personal satisfaction. (Appendixes provide Community Contacts and Results of Surveys, Parts 1 and 2. A bibliography is included.) (DB)

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CONTINUING EDUCATION FOR WOMEN

at

MESABI COMMUNITY COLLEGE

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funded under Title III
of the Higher Education
Act of 1965

Committee for Continuing Education for Women

Marguerite Maki, Chairman
Dolores Lakso
Marian Kizenkavich

JC 740 422

PREFACE

In January, 1974, Mesabi Community College appointed a committee to survey the adult women of the college service area to determine their educational needs and desires. The following report is the result of the work of this Continuing Education for Women Committee. The project was supported by funds from the North Border Consortium operating under Title III of the Higher Education Act of 1965.

This report summarizes the findings and the recommendations of the committee.

The committee expresses special thanks to Bonita Peterson for clerical assistance.

Committee for the Continuing Education for Women

Marguerite Maki, Chairman
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INTRODUCTION

When reading current educational publications or periodicals, one continually finds the phrase "continuing education for women." Educators are realizing the fact that this large and thus far neglected group deserves consideration.

That women are an untapped resource of the nation is recognized by the United States Department of Labor: "Support of continuing education programs toward women is consistent with the principles of our democratic society that foster freedom of choice and personal fulfillment . . . . Women . . . want more college education either to expand intellectual interests or to prepare for employment . . . . Economic forecasts indicate that the talents and energies of educated men and women will be needed urgently to help our country grow and to provide a better life for all our citizens . . . . As the numbers who return to college and work continue to rise, they need to make known their interests in and their requirements for education and training . . . . College officials, in turn, need to review their current curriculum offerings to be sure that education is available to mature women at suitable times and places, and in a manner appropriate to adult experience and patterns of life."[1] The same recognition is stated by Frances Plotsky and Rosemary Goad in the Personnel Guidance Journal of March, 1974: "At approximately age 35,

[1]U.S. Department of Labor Employment Standards Administration, Women's Bureau, Pamphlet 10, rev., Washington, D.C.: U.S. Government Printing Office, 1971, pp. 12-13.

a woman may have 25 or 30 years left in which she is employable, whether she seeks employment through choice or necessity . . . . the professional woman does not have to lose her identity as a woman in order to perform successfully in the world of work . . . . Women do need to be encouraged to make career choices . . . ."[2] These two excerpts are representative of the current thinking in education that recognizes the need for educational programs for adults, particularly for women. In response to this need, the Mesabi Community College is now developing an educational program geared toward women.

[2]Frances A. Plotsky and Rosemary Goad, "Encouraging Women through a Career Conference," The Personnel and Guidance Journal, 52 (March 1974), pp. 487-488.

PHILOSOPHY

Committed to the philosophy that post high school education should be available to all, Mesabi Community College has as one of its stated objectives the encouragement of the use of its academic and recreational resources for the continuing education of adults. The Community Service Department of the college has concerned itself with identifying the unrealized community potentials and unmet community needs and has drawn together college and community resources to create an extensive program of non-credit evening courses. During the 1972-73 and 1973-74 school terms the Community Service Department offered over one hundred short evening courses in the areas of business and personal skills; communicative arts; creative arts; health, physical education, and recreation; homemaking; and music and drama. In addition, the Community Services Department has promoted cultural and social events for the community. Successful as this program for adults is, there yet exists an area of outreach that the college must concern itself with to further transfer its philosophy into action, and that area concerns one of the greatest untapped specific resources of the community--its adult women. A report of the Carnegie Commission on Higher Education issued in September, 1972, stated that a large supply of superior intelligence in the United States is going unused, is being wasted. The report pointed out that at each level of educational advancement, the percentage of women who participate declines: women constitute 50.4% of high school graduates, 43.17% of those who earn bachelor's degrees, and 36.5% of those who earn masters' and doctors' degrees.[3]

[3]"Wanted: More Women in Higher Education," Science News, 104 (September 22, 1973), p. 182, quoting from Carnegie Commission on Higher Education, Opportunities for Women in Higher Education, New York: McGraw-Hill, September, 1973.

As a community school, the college must concern itself with the underdeveloped talent and resources of its area. The study-survey of the Committee for the Continuing Education for Women brings to light the fact that adult women of the community have a desire to continue their formal education. The college, therefore, must give particular consideration to needs, desires, problems, and contributions of this segment of the community. The college must give them an opportunity to develop their talents and expand their horizons by providing for their educational needs and by providing a supportive and encouraging atmosphere. A woman who will continue her education has to be competent in three roles, if not more: wife, mother, and student. The college must adjust its program, if necessary, to take into account special factors of time and program scheduling necessitated by the several roles women must fulfill.

The college has an obligation to meet the varying educational needs of these women, from the homemaker to the career girls, from the unemployed to the professionals. The "open door" of the community college must become the open door of opportunity for career training and career advancement, and for achieving personal satisfaction and personal growth. The study-survey indicates that women are aware of the fact that persons with additional training have a better opportunity for employment and for advancement in jobs than those who are untrained. Shortages of skilled workers in selected professional and technical, managerial, clerical, skilled craft, and service occupations provide excellent opportunities for qualified women workers. For the many women who are at this time not interested in career objectives, the college can provide stimulation and challenging programs and courses for self-development and personal satisfaction.

COMMITTEE OBJECTIVES

To find the needs and desires of women in the area and to decide how these can be best met by the college, the Committee for Continuing Education for Women was created. The specific objectives of the committee were:

1. to survey the women of the area to determine their educational needs and interests;
2. to interview present adult students to see what their purposes and problems were to determine how the college can better serve adults;
3. to visit other colleges to review their programs for continuing education for women;
4. to stimulate interest among women for continuing their education;
5. to disseminate information about the current offerings of the college of particular interest to women;
6. to alert the entire faculty and administration and to involve them in this endeavor;
7. to work with representatives of the Mesabi Community College Advisory Committee and with adult women students in planning for women;
8. to help plan an initial program for women through particular courses, mini-courses, and workshops;
9. to review the literature in the area of continuing education for women to see trends and developments;
10. to make recommendations about curriculum developments to the college;
11. to determine the effects of such a program staffing.

To carry out the objectives, the Committee developed a survey to determine the educational levels, objectives, programs, and areas of interest of women desiring to continue their education. Surveys were distributed to as many women as possible through women's organizations, government agencies, and gatherings of all kinds, and through mailings and responses to advertising and news releases. (See appendix A for listing.)

From the 1285 surveys distributed in the service area of the college, 310 were returned completed.[4] These represent the untapped and under-tapped resource of the community, the women whose interests the college must serve.

During the past few years women in gradually increasing numbers have been enrolling at Mesabi Community College. The committee conducted a separate survey of the currently enrolled women (full-time and part-time) to see if their responses differed in any significant way from those of women not attending school. In addition, the committee also gave a special questionnaire to these women to see why they returned to school; what specific problems they encountered, if any; what they think the college could have or should have done for them; and what positions or occupations they have held since they last attended school. Of the 95 women contacts, 30 replied to the questionnaire. (The results of this survey are reported in Chapter 5 of this report.)

In addition to the survey, the committee investigated other area schools to see what types of women's programs they had and surveyed the literature in the field. Since the development of a program for women will be an on-going project, work on the other objectives is continuing:

[4]Responses continued to come in after the completion of the report.

disseminating information about current offerings, alerting the faculty to the implications of the study, planning of special orientation sessions for prospective women students for the fall of 1974, and planning for initial special courses of high interest to women. In June, 1974, the Committee for the Continuing Education for Women met with the three women on the Advisory Committee for Mesabi Community College, one former adult woman student, and one currently enrolled adult woman. The purpose of the meeting was to enlist the aid of these women in the project and to form a nucleus group to aid in continuing the project.

The results of these surveys and questionnaires are reported in the following chapter.

RESULTS OF SURVEY

Of the respondents to the survey, 60 had been out of school from 1-4 years, 38 from 4-8 years, and 177 longer than 8 years: 269 had completed grade school, 262 junior high school, 262 high school, 64 two years of junior college, 64 four years of college, and 5 graduate school. A few of the others who had completed high school had had some additional education such as nurses' training, business school, vocational-technical school, or beauty school.

In indicating objectives for continuing their education 96 wanted to advance themselves in their present occupation, 120 to gain skills and knowledge for future employment, 208 to improve themselves personally, 39 to complete a partially completed degree, 106 to prepare themselves for some unforeseen future need, and 16 to achieve a variety of miscellaneous personal objectives. For their specific goals, 44 wanted to take courses for transfer college credit, 56 wanted to earn a college degree (22 desiring a two-year degree, 32 a four-year degree, and 2 a master's degree), 20 wanted to complete a previously started two-year program, and 200 wanted to take courses for personal satisfaction and interest (not particularly for any specific program or degree). The numbers indicate that many, of course, checked more than one objective.

For time preference for attending school, 45 preferred mornings, 41 afternoons, 115 evenings, and some indicated no special preference. Minicourses were the preference of 163, quarter-length courses the preference of 119, seminars the preference of 45, and others had no particular preference.

Finances were a consideration for 120 while 134 said that they were not. Of the respondents, 79 said that they were interested in financial aid available through the college and 113 said that they were not

interested in such aid. Transportation was a problem for only 40, with 225 saying it was not. Some women desired courses in their communities, and 62 wanted baby-sitting service. Many respondents--127--wanted an orientation session to familiarize themselves with college; 97 did not feel that they needed one. Only 42 women said that they might feel uncomfortable being in classes with recent high school graduates while 214 said it would not bother them; 65 preferred sections made up of only re-entry students while 170 did not want to be in such sections. Only 66 were interested in a basic skills tutorial service and 186 were not.

The subject matter interests of the women included the entire range of traditional offerings. The high interest areas (40 or more) were numerous. In mathematics and science strong preferences were the "new" math and a refresher in basic math, and some interest was shown in computer science. In English and speech, much interest was indicated in refresher courses in basic writing, creative writing, modern literature, and public speaking. In the social studies area Minnesota history, American history, American government, state and local government, general psychology, and applied psychology were the preferences. Extremely high in this area were social problems, drug addiction, and marriage and the family.

In the area of religion, comparative religions rated high, as did study of the Bible. In music and art the high preference courses were music appreciation, art in daily life, painting, and pottery. In health and physical education, physical fitness was rated very high as were volleyball, bowling, tennis, and swimming.

In business fields, accounting, income tax, and wills and probate were top preferences with budgeting, business math, data processing, and small business management of high interest. In the secretarial field,

typing and shorthand were the top attractions.

The total scope of these interests are reported in the survey results in Appendix B.

RESULTS OF PRESENT STUDENT INTERVIEWS

The Committee for Continuing Education for Women interviewed adult women presently enrolled in courses at Mesabi Community College. These women, who had made the big decision to return to college, had much to offer. While on the whole they were complimentary, many gave helpful suggestions for improved service.

The present occupations of the interviewees included a good variety: housewife, student, social worker, clerk-typist, secretary, bookkeeper, substitute teacher, artist and teacher, nurse, laboratory and medical technician, administrator, and health advocate.

The women listed as past work experience the following: waitress, clerk, social worker, office worker, door-to-door salesperson, secretary, nurse's aide, licensed practical nurse, registered nurse, factory worker, tutor, teacher, resort worker, interior decorator, legal secretary, baby-sitter, laboratory assistant, dock girl, seamstress, grocery check-out person, library assistant, bookkeeper, and keypunch operator.

Personal satisfaction was mentioned as one reason for attending college. Other reasons were: to meet a challenge; to get a better job and better pay; to complete a degree; to learn something new and different; to meet new people; to be something other than a secretary for the remainder of life; to contribute one's best to a well-paying, enjoyable profession after having run the gamut of low-paying jobs; to complete a partially finished degree, to overcome limited career opportunities; to satisfy a restlessness and dissatisfaction with housework; to keep one's brain from rusting; and to secure job training.

Many found college personnel helpful, encouraging, sympathetic, and friendly, but hings lacking or greatly needed were a child care center; better counseling help with more uniformity between individual counselors, a woman counselor (mentioned many times); help in study skills; a wider

choice of classes; help in planning the whole two years with an overall picture, not just a quarter at a time; the need for upperclassmen to be assigned to incoming freshmen to help out in initial months; more direction signs; a way to meet other older students for social contact and for mutual benefit to compare problems or needs; more adults in a class (sometimes younger students "goof off" and spoil it for the more serious student); better advance publicity about available grants and exact costs of classes, and the need for an adult evening orientation.

The conclusions would seem to show a definite need for a good, well-publicized informative orientation period--a social gathering, an exchange of problems and needs session and congenial female assistance.

Finding sufficient study time was a major problem for these women returning to college. The pressure between home and school was great, and children's illnesses hampered progress. Concentration was difficult after a lapse of years, (39 in one instance). Some found it hard to adjust to the younger classmates, some found much to relearn from past forgotten material, and some had to renew study skills. Baby-sitting problems entered the picture time after time, and eight o'clock classes for commuting mothers were labeled "plain murder." Again time entered in with students trying to fit classes around their work schedules. Desire was expressed for more evening classes to solve the problem for a working full-time mother, and a greater selection of evening classes (business and secretarial especially).

The "older" woman felt out of place and needed help in getting oriented and acquainted with others. One stated that her class was too small and the competition too great. Too many distractions at home hindered one, while another student taking too heavy a load recommended that mothers with small children keep under twelve credits. A mix-up, misunderstanding, and lack of notice of a canceled meeting made an

unfortunate problem for one determined student. Several found annoying the fact that advice varied from counselor to counselor.

Important to note were the suggestions for improvement in Mesabi Community College services to persons returning to school. A special separate orientation period for the older student was mentioned by many as a definite need. A fitting follow-up for this would be a club, group, or organization of older students where their mutual needs, social or scholastic, could be shared or aired. In connection also was mentioned the need for a counselor for particualr problems of adults and most definitely and preferably a woman to work with this group. A combination of the group and a "special" counselor, or adviser perhaps, would help the older student back into the swing of studying.

Some showed a desire for a children's day-care center. One woman requested more direction signs in the buildings. Another thought that a better description of courses in the catalog would be an improvement. A necessary convenience requested was a phone available for emergencies, especailly in the evenings. Having the same calendar as that followed by the local schools was mentioned as a great help to a parent attending college.

Other suggestions were early tutorial services made available to "floundering back-to-schoolers," financial aid to part-time students to improve their chances of coming back or continuing, and scholarships for the older woman.

Of the 23 questionnaires and present student interview sheets given out, 30 were returned. Of the 30 women who responded, 12 needed financial assistance and 18 did not. Of the group 22 were working toward a degree. One desired graduate work and five were considering the

possibility of working for credit. Only four were not interested in credit courses.

The fields in which the participants indicated interest ranged from no specific field or preference to as many as four for one individual. Interests included the following: education, sociology, nursing, business, secretarial training, art, medicine, biology, science, psychology, drug counseling, accounting, selling, social work, elementary education, pre-school nursery, business administration, mathematics, liberal arts, chemical dependency, law, literature, medical technology, women's studies, and general courses.

SURVEY OF PROGRAMS IN COLLEGES IN MINNESOTA AND IN OTHER STATES

Of the six community colleges in the Minneapolis-St. Paul metropolitan area, only one (Lakewood Community College in White Bear Lake), seems to be working on a project similar to that of Mesabi Community College. Coreen Geiger, the project director, reported that they have been working about three months trying to develop a program, talking to various women's groups, emphasizing courses for credit. Their college does have an "over 25" club which has turned out to be mainly social. It had been hoped that the club (which also includes men) would politically spearhead a day-care center, but the group consisted mainly of older people who did not need one. Some of the members did get on the Student Senate and it was hoped that they would carry some weight in student affairs in the future. A typical remark by an older woman student was, "It took me two years to get up enough nerve to call for information!"

A newsletter with information about a counseling session with Catherine Lupouri of St. Catherine's was planned. St. Catherine's in St. Paul makes a special effort to assist adult women in completing requirements for a teaching certificate or other professional goals.

North Hennepin Community College has approximately 25% of its students over the age of 25, including men. North Hennepin has a good nursing and business program which probably benefited by the $4,050 fund approved June 30, 1967, for a program of information about educational opportunities for women returning to school (as mentioned in the Appendix of the U. S. Department of Labor, Women's Bureau, pamphlet 10 /rev./ page 148.)

Normandale Community College has no special program for women only, but it has from 500 to 700 adult women students. Normandale also

has nursing students. Two courses are offered for credit: Women in Literature and The Bitch in Literature (the negative approach) plus a non-credit Consciousness Raising Group to reinforce individual strength. Wilma Volkmer and Mary Fawcett are two members of their staff involved in possible courses for the re-entry of women into education.

Inver Hills Community College, through Sharon Speich, related information about its three-credit Topical Studies course The Role of Women and an English three-credit course, Women in Literature. A five-week workshop on Life-career Planning for Mature Women is specifically aimed at reaching the woman who is out of high school and desires to enter the world of work or education.

Metropolitan Community College offers three courses studying women: Women in the 1970's, Heritage of the American Woman, and Advanced Critical Reading: A View of Women as Reflected in Current Fiction and Non-Fiction. These are taught by Mary Pruitt and Carol Kilps.

Austin Community College offers a three-credit evening humanities course during spring and fall quarters entitled Women in American Society. The college also has the usual non-credit community services evening courses.

Dan F. True, Director of Occupational Programs, reported that a two- or three-day mini-college for women (advertised by a brochure) is offered by Fergus Falls Community College. College credit is given, but it can be audited for no cost because it is partially funded by a grant from the Minnesota Humanities Commission.

Worthington Community College, according to Paul Kaegel, Dean of Students, distributed a questionnaire to a select group of 60-100 prominent and involved women in Worthington and to a random sampling

group of women (from ages 21-88) in Worthington and five neighboring communities. These groups were compared and studied to show the types of needs and interests of women. The college has connections with the educational radio station and a capable woman in mind for a future women's study course.

At Northland Community College, Dean of Students Kenneth Wiebold reported an active recruitment effort. During the winter quarter the college held a very satisfactory orientation session. More than 40 women attended and he gave most of the credit to an older concerned woman student who worked hard to make it a success. The exact number of students enrolled as a result was not noted, but some did.

At Willmar Community College about five years ago, Dale Wright developed a program for women. A few of Willmar's local women, hard workers, interested students themselves, helped plan and set up a study course. At the last minute, however, the women themselves failed to enroll. It seemed that they did not want to be identified with only "older" women. Perhaps it was too early and if tried now, it just might prove successful.

Among those having no definite program or plans for the immediate future are the following: Anoka-Ramsey, Hibbing, Rainy River, Brainerd, Itasca, Vermilion, and Rochester.

Hibbing mentioned that the college advisory committee did propose a women's conference to start a program for women, but some of the women on their committee opposed the idea saying the local women would feel "talked down to." President Jenis Bapst would like some cooperative program worked out between surrounding community colleges, a sort of reciprocity arrangement.

Brainerd's Counselor and the Administration Assistant, John Langerud, both mentioned having an occasional workshop for women of their area in the health field.

A "Rusty Student Group" was organized at Rochester Community College. John Wurst, Counselor, called it a sort of on-going, continual orientation group and gave credit to Lois Wagner, their woman counselor, for promoting and assisting the entire group.

The Dean of Instruction at Rainy River, Ralph Anderson, stated that their community's location contributed to their lack of women's programs. They have no resource people to draw from and no funding.

At the University of Minnesota, Edith Mucke is the Director of Women's Continuing Education, located in Westbrook Hall. Her assistant is Elizabeth Goulding. The program at the university was started fourteen years ago with a three-year Carnegie grant of $100,000. After that period the University and the Continuing Education Department took over the program.

Problems identified by their participants were mainly a fear of being able to keep up to the other students and a need to get back into the swing of it. A card file has been kept for use in mailings and was strongly recommended for any similar program. This card file has grown to include 5,000 names.

There have been no special arrangements made for scheduling times for women. Morning and early afternoon classes have been well attended. Orientation consists of one day in the fall, and a special program called "A Day in June" was planned. The university has had as many as 125 in attendance for this type of program of addresses and lunch, at which materials of future programs are distributed.

About 900 women are in the University program and their ages are from 26 to 70. While 65% of the courses are for college credit, auditing is possible for a cheaper rate.

Welfare departments have not directed many women to the university mainly because most of their people are in too much of a hurry to earn and are not interested in long-range programs. Indian and black organizations also have not directed many women to the university.

Liberal arts seminars have interested most women. One morning seminar consisting of 22 people met once a week for five weeks at a cost of $25 per person. Some outstanding person on the faculty teaches either a neighborhood seminar meeting in a home or in a centrally located community building. A retired couple taught a "little seminar" from 9:30 to 11:00 A.M. or 12:00 A.M. for a period of only two sessions at a cost of only $10 per person. Interesting seminars have been offered for people who already have their degrees. Tuesdays and Thursdays seem to be the best days for their seminars. In figuring the cost of a seminar, consideration is given to: (1) salary of the instructor, (2) mailing and advertising, (3) mimeographing and paper costs, (4) the necessity of 40% of expenses paid for office workers. The cost charged per person in the course is determined by adding up these four and dividing them by the number of people in the course.

Miscellaneous helpful suggestions offered by Elizabeth Goulding were the following: make it clear during the orientation period or in the publicity that no entrance exams are necessary; serve coffee for friendly socializing; recommend the use of paperbacks as a saving; offer a free seminar with the suggested title "How to Avoid the Pitfalls of Old Age by Keeping Mentally Alert"; plan a definite program; use the workshop

format and include team teaching, formal lectures, question periods, and group discussions.

The university also has a Planning and Counseling Center for Women, 301 Walter Library, directed by Anne Thoreson Truax.

This center provides advice, counseling, and information on educational and employment opportunities in the Minneapolis-St. Paul area. It also offers scholarships, child care, job placement services, research on women, and courses about women to undergraduates.

Results of surveying the literature relating to the continuing education for women revealed some projects and activities in various colleges in the country.

A group of staff members of the Division of Continuing Education at Oakland University, Rochester, Michigan, became interested in the early 1960's in the modern dilemma of American middle class women. Oakland University developed a Continuum Center to help women cope with the difficult transition from their present roles to a more meaningful, rewarding participation in the 20th century. In a period between 1965-72 Oakland found that the needs of the housewife-mother were also those of the newly divorced and the recently bereaved who were faced with a similar need for help in making transitions from familiar patterns of living to radically different life styles.

Bay de Noc Community College in Escanaba, Michigan, has been promoting among others a "Moonlight College" (bringing adults back to attend classes for credit at night) and a "Back to College" program funded by Title I. According to The Communicator, vol. 2, no. 15, June 5, 1974, (the weekly newsletter from the Chancellor to personnel in Minnesota Community Colleges), others receiving priority ranking for Title I

projects were: Normandale, Rochester, and Metropolitan for a learning program for disabled adults; a University of Minnesota program in Faculty-Student-Community problem-solving which includes Fergus Falls; and a Women's Upward Bound Program at Metropolitan.

A women's re-entry program is promoted by the tuition-free Diablo Valley College in Pleasant Hill, California. Courses in the program are for women with a desire for personal growth and enrichment. They are designed within a class schedule corresponding to their children's school day and are "blocks" of courses tailored to build or renew basic knowledge and skills.

The Continuing Education for Women Division of the University of Hawaii had a 3-day workshop called "Emerging Women in Management." Their workshop approach proved to be a sensible manner in which to reach a large number of women being served by a college. This Affirmative Action Plan for Women taught participants managerial skills and confidence to use them.

Similar workshops were held in Houston, Toronto, Ottawa, Washington D.C., and Chicago. Disciplines represented were: managers, department heads, administrative assistants, certified professional secretaries, analysts, clerks, officers, staff coordinators, entrepreneurs, executive secretaries, and individual contributors in data processing, customer relations, public administration, production, community relations, account supervision, higher education, secondary education, public relations, finance, health, law, personnel, facilities planning, engineering, marketing, library science, and many others.

Judy Aanstad in her "Study of Mature Women at Santa Fe Junior College" focused her questionnaire on adult women students over twenty-five years of age. She found that the number of students in this age group "is increasing because of more leisure time, rising standard of living, increasing interest in education, and demands for specific job training and re-training".[5]

As a graduate student in counselor education at the University of Florida, Judy Aanstad reviewed literature before January, 1972 and questioned women from two counties near Gainesville, Florida. Her report concludes "that many adult women students have special needs and problems that the college could better serve with changes in scheduling and credit arrangements, special orientation programs, and counseling".[6]

Montcalm Community College of Sidney, Michigan was not satisfied with its role in responding to the needs of the community. Their planning team concluded that something new and different was needed--an area guidance center. They found adults unable to combat unemployment, living with a sense of isolation, lacking planning skills, individually unaware of their potential, having negative career self-concepts, and realizing a lack of a career resource center.

The area guidance center was approved in April, 1971, and received federal assistance through Title III funding. "The staff of the center, in addition to the director, includes a career counselor, a career information specialist, and a secretary-librarian."[7]

[5]Aanstad, Judy, "A Study of Mature Women at Santa Fe Junior College: A Topical Paper," Gainesville: Florida Community Junior College Inter-institutional Research Council, January 1972, ERIC Research Report #057797.

[6]Aanstad, "A Study of Mature Women."

[7]Aanstad, "A Study of Mature Women."

The report at Montcalm Community College stated that "working together with the local schools, the intermediate school districts, and community agencies the center directly serves adults and students. Since a large portion of the career counseling involves pursuit of some type of further education or training, a significant contribution is being made to the concept of continuing education."[8]

[8]Donald C. Burns, "Community Career Development Center," Community and Junior College Journal 44 (May 1974), 11.

Women are major beneficiaries of recent movements to provide more varied opportunities for adult education. Major stimuli for this movement have been the British Open University and the establishment of the College of Continuing Education at the University of Oklahoma. Faculty members on major campuses have given recognition to the unique contribuition mature women can make to class discussion. However, in relation to the needs of mature women the Carnegie Commission strongly supports the movement towards external degree programs and other forms of non-traditional study. The existence of about 30 centers or special offices for continuing education for women on coeducational campuses was reported by the United States Women's Bureau in 1971. The majority of these centers offer counseling and guidance services and special orientation courses for married women. They also function as contact centers between campus departments about rules that may interfere with opportunities for mature women. The popularity of these centers is attested by the experience of one of the earliest--the Center for Continuing Education of Women at the University of Michigan.[9]

Another function that some of these centers are taking on is "the furnishing of special kits of information to incoming freshman women about the need to plan their educational program carefully in relation to future career opportunities."[10]

[9]Carnegie Commission on Higher Education, Opportunites for Women in Higher Education, (New York: McGraw-Hill, September 1973), p. 153-55.

[10]Carnegie Commission on Higher Education, p. 156.

Charles Carlson stated that "many community junior colleges may be missing the possibility of large enrollments from the retired sector of their local communities . . . . . The nation is becoming increasingly concerned with not only improving the mental, physical, and spiritual well-being of older members of society, but also with the effort to conserve, develop, and utilize the potentialities of this vast human resource . . . . Colleges should note that the aged do decline in certain school-related aspects but not in others. They decline in speed, manual dexterity, visual acuity, and motivation. However, in the areas of vocabulary, general information, verbal reasoning, judgment, etc., older adults often show definite gains."[11] The main problem in offering education for the aged lies in motivation. Most people have the traditional and largely false idea that the aged cannot learn or have poor memories. Such misinformation on aging in today's society should be dispelled and considerable service can be rendered by community college classes to rid all ages of these negative false beliefs.[12]

Ronald Hoenninger and Thomas Skovolt in their article on recycling careers stated: "Since adolescence has been researched in depth and college students are well analyzed, the target population for the seventies may well be the middle aged or those traditionally defined as in mid-career . . . . The right of middle-aged men and women to change their minds about what they want out of life has emerged as a new and legitimate demand . . . . With new vistas opening, the occupational choice process is now especially pertinent for women."[13] They also

[11]Charles R. Carlson, "Serving the Needs of Retired Persons," Community and Junior College Journal, 44 (March 1973), 22-23.

[12]Carlson, pp. 22-23.

[13]Ronald W. Hoenninger and Thomas W. Skovolt, "Recycling Careers, A Community Service Response," Community and Junior College Journal, 43 (May 1973), 22.

stated that "the community college through its community services and continuing education can help . . . . The person who has spent time searching for power, or responsibliity, or money may now at age 40 desire to search for relaxation and/or meaning. One who has concentrated on finding pleasure may feel a strong need to focus on responsibility. Pouring new wine into old wineskins is a delicate process. The individual contemplating a promotion, seeking a career change, or faced with retirement may need professional assistance lest he discard a lifestyle he could recycle."[14]

Ruth Gardner in her article "Let's Talk About Feminine Ecology" emphasized that "the unused unexplored potentials of women are probably one of the most flagrantly wasted resources in our society."[15]

Conclusions drawn from these miscellaneous current articles show that the trend is definitely toward a woman's continuing her education. It is evident from the articles that colleges are becoming aware of the need to expand their program of continuing education especially for women. With the trends toward more emphasis on women's potentialities the need for development in this area is definitely indicated.

The following titles, the results of a computer search initiated against the data files of both Research in Education (RIE) and current Index to Journals in Education (CIJE), were among those sent by the New ERIC System (Clearing-house on Adult Education) now located at Northern Illinois University:

1. Astin, Helen S., and others. "Women: A Bibliography on Their Education and Careers." ERICABSTRED 056271, 1971. Human Service Press, 4301 Connecticut Avenue N.W., Washington, D. C. ($5.95)

[14]Hoenninger and Skovolt, p. 23.

[15]Ruth Gardner, "Let's Talk About Feminine Ecology," The Woman, May 1974, p. 3.

2. Barabas, Jean. "Women: their educational and career roles. An annotated bibliography of selected ERIC references. ERIC-IRCD Urban disadvantaged series, number 31, August 1972." ERICABSTR ED 067423. August 1972. Edrs price MF $.65 HC $3.29.

3. Baribien, Marietta N. "Counseling the Mature Woman." ERICABSTR EJ 045515 November 1971.

4. Benham, Lee. "The returns to education for women." ERICABSTR ED 065546. December 1971. Edrs price MF $.65 HC $3.29.

5. Brandon, George L., ed. "Research visibility: educating women for the world of work." ERICABSTR ED 045849. December 1970. Edrs price MF $.65 HC $3.29.

6. Katz, Joseph, and others. "Educational occupational aspirations of adult women. Report to the college entrance examination board." ERICABSTR ED 045005, 1970. Edrs price MF $.65 HC $9.87.

7. Lloyd, Glenna G. "A study of the causes of physical and emotional problems encountered by older women returning to secretarial employment after a prolonged absence. Final report." ERICABSTR ED 049378. July 1970. Edrs price MF $.65 HC $3.29.

IDENTIFIABLE INHIBITIONS

The identification of factors inhibiting the return of women to school must be recognized and, if possible, overcome. The survey results and conversations with women indicate that the following are some of these inhibiting factors:

1. fear--of taking the initial step to return to school, of having to take entrance exams or meet certain criteria for admission, of being "rusty," of not being able to compete with younger students;
2. lack of knowledge about college;
3. lack of money--fear of "shortchanging" the family by using funds for schooling;
4. lack of a baby-sitting service;
5. lack of transportation;
6. lack of direct incentive resulting from lack of sufficient employment opportunities in the immediate area for degree people and the inability of women to move to areas where employment is more readily available;
7. lack of particular programs and courses geared for women at the college;
8. lack of concerted effort to recruit women;
9. lack of a specific contact for women at the college--a person who has as part of her assigned job the assisting of adult women (similar to Veterans' Outreach Officer).

Many of these inhibiting factors can be overcome by concerted effort on the part of the college. They are not insurmountable barriers. Others will need much more effort since they deal with attitudes, local economic conditions, and traditional patterns.

RECOMMENDATIONS

The survey indicates that many women are interested in returning to school. Most of these women have been out of school for more than eight years. Since these women constitute a sizeable group of potential students, the college should make every effort to provide for them.

To initiate a program for these women and to get them involved in the current offerings of the school, the college should: (1) immediately undertake some specific actions, (2) investigate the need to revise some of its present curricular offerings and instructional practices, and (3) make long-range plans for program development.

Initial and Immediate Actions

To encourage women to return to school, and to help them overcome their initial fears, the college needs the following:

1. good publicity prior to the beginning of each quarter about college courses that women have specifically asked for in the survey
   a. in the Mesabi Daily News,
   b. in the weekly newspapers of other communities in the service area,
   c. on radio prior to registration such as on the Community Bulletin Board on WHLB,
   d. on posters displayed in area businesses and community gathering places;
2. telephone answering service at a specific extension manned by some one person, someone friendly, knowledgeable, and informative,

instructed to provide information to women who call or to relay them to an appropriate person.

3. an informative brochure specifically for women to provide information about the college:
   a. course offerings,
   b. costs,
   c. financial aid,
   d. registration,
   e. study skills center and available tutorial service,
   f. counseling service;
4. a special informational session for women, an "ice-breaker" to cover the whole range of information women need to know to include the following:
   a. hospitality committee for the session including (but not limited to), counselors, former and current adult women students, faculty, advisory committee members, and financial aids director;
   b. coffee an';
   c. explanation of credits, audits, costs, financial aids, study skills and tutoring, and services offered by the college;
   d. programs and courses planned;
   e. help in planning programs for those pursuing definite goals--before registration to allow necessary "thinking" time;
   f. tour of buildings;
   g. group preliminary registration session to alleviate the "what-am-I-doing-here-alone" feeling;
5. a special card file of names, addresses, and telephone numbers of interested women to whom information can be sent.

Necessary Developments to Carry on the Program

1. Organization of a club at the college for these women--a mutual aid society (with a specific name like "Moonlighters"), one that will take care of their interests and give them input into school affairs;
2. offerings of financial aids of all types to women who qualify;
3. search for funding for special workshops and programs from foundations, HEW (the Department of Health, Education and Welfare), and other sources;
4. appointment of a liason person to work specifically with women--perferably a woman counselor (until a woman counselor can be appointed, a faculty member should be assigned to work with women, /such assignment to be considered part of the faculty member's work load /as is done with activities/);
5. appointment of a women's advisory committee to help plan for women--the committee to be formed of currently enrolled women students, former women students, and a woman member of the college advisory committee;
6. search for funds from community organizations, foundations, clubs, and other organizations for special scholarships for women;
7. baby-sitting service--possibly manned by work-study students (perhaps adult women students) or the development of a baby-sitting referral service with qualified women baby-sitters of the community;
8. car pool information service.

Curriculum Development and Instructional Changes

1. Development of mini-courses (strong preference of women):
   a. Examination of current courses to see if they can be broken down into segments of one or two credits so that they can be offered in shorter time blocks (and therefore provide for a lower one-time outlay of money) and allow the putting together of mini-courses so that the combination will constitute a full course.
   b. Creation of separate mini-courses;
   c. Development of team teaching for mini-courses (different instructors as is necessitated by instructors' loads);
2. shifting of more courses to night or providing for additional sections at night for high enrollment courses;
3. departmental planning to allow a planned program of offerings in subject areas and between subject areas to cover a period of probably five years to make for efficiency in acquiring credits for a degree and to allow for a variety of interests to be met efficiently;
4. adjustment of some content or material of courses to fit interests of different types of students;
5. development of more local credit (non-transfer) courses that fulfill needs of women;
6. development of workshops, seminars, and mini-college sessions (two-day, three-day) in a wide variety of fields;
7. provision for additional regular staffing whenever necessary;
8. preparation of a list of available degree people in the community to teach in needed special areas;

9. Co-ordination with the Community Services Department:
   a. to prevent overlapping,
   b. to provide for long-range coordinated planning of credit and non-credit offerings,
   c. to determine extent of and area of responsibilities for credit and non-credit courses.

Other Considerations

1. Possibility of offering courses off-campus in area communities;
2. exploration of joint offerings with community businesses and organizations and other resource groups of the community, such as
   a. attorneys,
   b. businesses of the community which currently offer courses,
   c. home extension agents,
   d. the Ministerial Association,
   e. theatre groups,
   f. musical groups,
   g. professional organizations;
3. rental of high school facilities--gymnasiums, swimming pools, sewing rooms, home economics kitchens;
4. activities for older students--appropriate types of get-togethers;
5. exploration of programs for senior citizens;
6. combination meeting of representatives of the separate advisory boards at Mesabi Community College--Secretarial and Marketing.

CONCLUSION

With the adult women of the area indicating a desire to continue their education, Mesabi Community College is obligated by its purpose of serving the community to make a strong effort to meet the needs and desires of this group. As the survey indicated, many of these women have been out of school for a number of years. That fact, however, should not be a prohibiting factor, either from their perspective or from that of the college.

Many of the responding women professed the desire to be prepared for employment or to upgrade their skills for advancement in employment. The college must make an effort to make these women welcome to the offerings of the college and must provide additional courses that these women desire.

The majority of the respondents indicated a desire to continue their education for personal satisfaction. With the interests of the women as varied as they are, the college can do much to provide for them. It needs to make a strong, organized effort to reach these women, an effort which will require some re-structuring of the present curricula in time and in offerings, creative thinking about courses, a willingness to try the untried and to experiment, and an attempt to eliminate all possible inhibiting factors. All segments of the college--faculty, administration and students--must work together to develop an organized long-term program for women as part of the overall program of the college. The challenge is there; that challenge must be met.

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APPENDIX A

Surveys were distributed

Through newspaper advertising and news releases
Through personal friends and acquaintances
Through contacts with the following groups:

WOMEN'S ORGANIZATIONS

Aurora
- Beta Sigma Phi Sorority
- Rebekah Lodge
- White Community Hospital Auxiliary
- American Association of University Women
- Women of the Moose
- League of Women Voters

Biwabik
- American Legion Auxiliary
- Home and Garden Club
- Women's Fellowship

Cook
- Cook Women's Club
- American Legion Auxiliary
- Vermilion Fairway Women's Golf Club
- Community Hospital Auxiliary

Hoyt Lakes
- Tri-Arts
- American Association of University Women
- Order of Eastern Star

Virginia
- Business and Professional Women's Club
- P.E.O. Sisterhood
- Virginia Weight Watchers

GOVERNMENTAL AGENCIES

- Arrowhead Economic Opportunity Agency
- Arrowhead Library Bookmobiles
- Director of Low-Rent Housing,
  - Silver Lake Homes
  - Columbia Apartments
- Mental Health Center
- Minnesota State Department of Education--Division of Vocational Rehabilitation
- Minnesota State Manpower Services Department WIN (Work Incentive Program)
- St. Louis County Welfare Department

WOMEN'S CHURCH GROUPS

Aurora
- Assemblies of God
- Methodist
- Women's Society of Christian Service

Cook
- Congregational Church
- Baptist Missionary Society
- Catholic
- American Lutheran Church Women
- Mission Covenant

Hoyt Lakes
- Women's Society of Christian Service - Methodist
- Redeemer Lutheran Church
- Queen of Peace Lutheran Church
- American Lutheran Church Women

Virginia
- Gethsemane Lutheran Church
- Sacred Heart Catholic Church

OTHERS

- Banks - Virginia, Mt. Iron
- Mesabi Community College All College Night
- Women's Volleyball Tournament (regional)

MESABI COMMUNITY COLLEGE
Virginia, Minn. 55792 Phone: (218) 741-9200

WOMEN OF THE MESABI COMMUNITY COLLEGE AREA--We need your help. We would appreciate your time and interest in answering a few questions so that Mesabi Community College can better serve the women in the communities in our area. Your answers will be invaluable to us as we plan programs to benefit women in our area. When you have completed this survey, please mail it to us in the enclosed self-addressed stamped envelope, by May 24, 1974. We thank you for your interest and help. (You need not sign this questionnaire. Please feel free to add your own comments on the back of this questionnaire.)

Sincerely,

Dolores Lakso, Marian Kizenkavich, and Marguerite Maki
Committee for the Continuing Education for Women

I. How long has it been since you last attended school?

62 1-4 years 38 4-8 years 184 longer

II. Check all of the following educational programs in which you were regularly enrolled and which you completed:

278 Grade school 270 Junior high school 270 High school

64 Junior college 64 Four-year college 5 Graduate school

III. Would you consider continuing your education for any of the following objectives?

100 To advance yourself in your present occupation.

124 To gain skills and knowledge for future employment.

213 To improve yourself personally.

41 To complete a partially completed degree.

109 To prepare yourself for some unforseen future need.

16 Other

IV. Are you interested in:

44 Taking courses for transfer college credit.

57 Earning a college degree: 22 Two-year 33 Four-year

21 Taking courses not for transfer college credit but for the completion of a two-year program.

209 Taking courses for personal satisfaction and interest (not particularly for any specific program or degree.)

V. During what time of day would you prefer to take classes?

47 Mornings 22 8:00-10:00 55 10:00-12:00

42 Afternoons 54 1:00-3:00 9 3:00-5:00 9 5:00-7:00

115 Evenings 49 6:00-8:00 157 6:30-8:30 99 7:00-9:00

2 No preference

VI. In what length courses are you interested?

123 Quarter-length college courses (10-12 weeks)

170 Mini-courses offered in a series of short time blocks (such as three weeks or five weeks)

46 Seminars

VII. Are finances a consideration in your being able to take courses?

122 Yes 138 No

Would you be interested in the financial aids that are available through Mesabi Community College? 81 Yes 114 No

VIII. Would you need transportation to enable you to take courses at Mesabi Community College? 44 Yes 230 No

IX. Would you take classes if they were offered in your community?

231 Yes 13 No 26 Mornings 20 Afternoons 100 Evenings

16 No preference

X. Would a baby-sitting service increase your chances of taking courses?

63 Yes 143 No 62 Mornings 25 Afternoons 20 Evenings

XI. Would you like an orientation period--(a "rap" session to familiarize yourself with college)? 130 Yes 100 No

XII. Would your being in classes with recent high school graduates make you uncomfortable? 44 Yes 220 No

XIII. Would you prefer closed sections (only re-entry students)?

68 Yes 173 No

XIV. Would the idea of taking tests make you uneasy? 83 Yes 192 No

XV. Would a basic skills tutorial service interest you? 68 Yes 191 No

PART TWO

Check all subjects you are interested in. Circle your five top choices:

1. MATHEMATICS

61 a. The "new" math

66 b. A refresher course in basic math

17 c. Advanced math

10 Higher algebra
12 College algebra and trigonometry
9 Calculus

8 d. Slide rule

3 e. Other

2. HISTORY

57 a. Minnesota history

43 b. American history

32 c. World history

22 d. European history

9 e. Other

3. ENGLISH AND LITERATURE

51 a. Basic writing refresher

33 b. Freshman English

51 c. Creative writing

24 d. Report writing

51 e. Modern literature:
36 Novel 23 Drama
38 Short Story
21 Poetry 18 Film

22 f. Women in literature

18 g. English literature

34 h. American literature

5 i. Other

4. ART

16 a. Art history

44 b. Art in daily life

46 c. Art appreciation

27 d. Drawing

29 e. Design

18 f. Sculpture

47 g. Painting: 32 Water color
46 Oil 22 Acrylic

73 h. Pottery

7 i. Other

5. HOMEMAKING

136 a. Decorating

49 b. Nutrition

102 c. Sewing

57 d. Tailoring

11 e. Other

6. DRAMA, THEATRE, SPEECH

37 a. Fundamentals of speech

60 b. Public speaking (including parliamentary procedure, conducting meetings, etc.)

25 c. Theatre (set construction, make-up, costuming, lighting, directing)

19 d. Acting

1 e. Other

7. BUSINESS

86 a. Accounting

46 b. Budgeting

46 c. Business math

35 d. Business communications

21 e. Business statistics

31 f. Business law

74 g. Income tax

26 h. Economics

44 i. Data processing

63 j. Wills and probate

6 k. Other

8. SECRETARIAL

58 a. Typing:
- 33 Beginning
- 38 Advanced

53 b. Shorthand:
- 14 Legal
- 18 Medical
- 17 Technical
- 4 Refresher

37 c. Machine transcription

2 d. Other

9. MARKETING

22 a. Principles

24 b. Merchandising

31 c. Human relations

18 d. Displays

42 e. Small business management

28 f. Personnel management

14 g. Credit and collections

25 h. Creative selling

1 i. Other

10. MUSIC

49 a. Appreciation

23 b. Fundamentals

7 c. Theory

10 d. Choral directing

25 e. Instrumental

6 f. Other

11. RELIGION

38 a. History

47 b. Comparative religions

58 c. Study of the Bible

1 d. Other

12. LANGUAGES

36 a. French

21 b. German

32 c. Spanish

13 d. Other

13. SOCIAL STUDIES

21 a. Cultural geography

25 b. Environmental conservation

32 c. American government

43 d. State and local government

25 e. International politics

56 f. General psychology

42 g. Applied psychology

81 h. Human relations

39 i. Sociology

13. SOCIAL STUDIES - cont.

68 j. Social problems

28 k. Anthropology

85 l. Marriage and the family

78 m. Drug education

5 n. Other

14. SCIENCE

5 a. Physics

15 b. Computer Science

31 c. Biology

25 d. Anatomy

13 e. Botany

12 f. Geology

13 g. Chemistry: 11 General
1 Inorganic
2 Organic

3 h. Other

15. HEALTH AND PHYSICAL EDUCATION

78 a. Physical fitness

49 b. Activities
97 Volleyball
70 Bowling
72 Tennis
38 Badminton
29 Folk dance
34 Team sports
58 Swimming
19 Lifesaving

11 c. Other

Appendix B Part 2
Present Student Survey

MESABI COMMUNITY COLLEGE
Virginia, Minn. 55792 Phone: (218) 741-9200

WOMEN OF THE MESABI COMMUNITY COLLEGE AREA--We need your help. We would appreciate your time and interest in answering a few questions so that Mesabi Community College can better serve the women in the communities in our area. Your answers will be invaluable to us as we plan programs to benefit women in our area. When you have completed this survey, please mail it to us in the enclosed self-addressed stamped envelope by May 24, 1974. We thank you for your interest and help. (You need not sign this questionnaire. Please feel free to add your own comments on the back of this questionnaire.)

Sincerely,

Dolores Lakso, Marian Kizenkavich, and Marguerite Maki
Committee for the Continuing Education for Women

I. How long has it been since you last attended school?

3 1-4 years 6 4-8 years 7 Longer

II. Check all of the following educational programs in which you were regularly enrolled and which you completed:

26 Grade school 26 Junior high school 26 High school

2 Junior college 4 Four-year college 0 Graduate school

III. Would you consider continuing your education for any of the following objectives?

9 To advance yourself in your present occupation.

16 To gain skills and knowledge for future employment.

19 To improve yourself personally.

14 To complete a partially completed degree.

18 To prepare yourself for some unforseen future need.

1 Other

IV. Are you interested in:

15 Taking courses for transfer college credit.

16 Earning a college degree: ____ Two-year ____ Four-year

5 Taking courses not for transfer college credit but for the completion of a two-year program.

10 Taking courses for personal satisfaction and interest (not particularly for any specific program or degree)

V. During what time of day would you prefer to take classes?

14 Mornings 9 8:00-10:00 11 10:00-12:00

3 Afternoons 1 1:00-3:00 3 3:00-5:00 0 5:00-7:00

13 Evenings 6 6:00-8:00 7 6:30-8:30 8 7:00-9:00

VI. In what length courses are you interested?

23 Quarter-length college courses (10-12 weeks)

8 Mini-courses offered in a series of short time blocks (such as three weeks or five weeks)

6 Seminars

VII. Are finances a consideration in your being able to take courses?

13 Yes 12 No

VIII. Would you need transportation to enable you to take courses at Mesabi Community College?

4 Yes 21 No From: Embarass - 1, Hoyt Lakes - 2, Virginia - 1

IX. Would you take classes if they were offered in your community?

17 Yes 1 No Time of day evening - 6, anytime - 3

Community Midway - 1, Embarass - 1, Biwabik - 1, Eveleth - 1,

Virginia - 4, Parkville - 1, Hoyt Lakes - 2, Buhl - 1, Aurora - 1

X. Would a baby-sitting service increase your chances of taking courses?

12 Yes 12 No 6 Mornings 3 Afternoons 5 Evenings

XI. Would you like an orientation period--(a "rap" session to familiarize yourself with college)? 9 Yes 14 No

XII. Would you prefer closed sections (only re-entry students)?

3 Yes 22 No

XIV. Would the idea of taking tests make you uneasy? 9 Yes 14 No

XV. Would a basic skills tutorial service interest you? 7 Yes 17 No

PART TWO

Check all subjects you are interested in. Circle your five top choices:

1. MATHEMATICS

5 a. The "new" math

5 b. A refresher course in basic math

7 c. Advanced math
- 2 Higher algebra
- 5 College algebra and trigonometry
- 2 Calculus

1 d. Slide rule

1 e. Other

2. HISTORY

6 a. Minnesota history

5 b. American history

5 c. World history

3 d. European history

1 e. Other

3. ENGLISH AND LITERATURE

6 a. Basic writing refresher

5 b. Freshman English

6 c. Creative writing

4 d. Report writing

8 e. Modern literature:
- 7 Novel
- 2 Drama
- 8 Short Story
- 5 Poetry
- 3 Film

3 f. Women in literature

3 g. English literature

5 h. American literature

1 i. Other

4. ART

5 a. Art history

4 b. Art in daily life

7 c. Art appreciation

4 d. Drawing

2 e. Design

0 f. Sculpture

5 g. Painting: 5 Water color, 5 Oil, 2 Acrylic

6 h. Pottery

1 i. Other

5. HOMEMAKING

6 a. Decorating

2 b. Nutrition

3 c. Sewing

1 d. Tailoring

1 e. Other

6. DRAMA, THEATRE, SPEECH

5 a. Fundamentals of Speech

5 b. Public Speaking (including parliamentary procedure, conducting meetings, etc.)

1 c. Theatre (set construction, make-up, costuming, lighting, directing)

0 d. Acting

0 e. Other

7. BUSINESS

___ a. Accounting

___ b. Budgeting

___ c. Business math

___ d. Business communications

___ e. Business statistics

___ f. Business law

___ g. Income tax

___ h. Economics

___ i. Data Processing

___ j. Wills and probate

___ k. Other

8. SECRETARIAL

___ a. Typing
___ Beginning
___ Advanced

___ b. Shorthand: ___ Legal
___ Medical
___ Technical

___ c. Machine transcription

___ d. Other

9. MARKETING

2 a. Principles

2 b. Merchandising

4 c. Human relations

2 d. Displays

1 e. Small business management

1 f. Personnel management

2 g. Credit and collections

2 h. Creative selling

0 i. Other

10. MUSIC

5 a. Appreciation

4 b. Fundamentals (note-reading)

1 c. Theory

1 d. Choral directing

3 e. Instrumental

1 f. Other

11. RELIGION

3 a. History

6 b. Comparitive religions

2 c. Study of the Bible

0 d. Other

12. LANGUAGES

1 a. French

2 b. German

3 c. Spanish

3 d. Other

13. SOCIAL STUDIES

4 a. Cultural geography

3 b. Environmental conservation

3 c. American government

3 d. State and local government

2 e. International politics

12 f. General psychology

9 g. Applied psychology

10 h. Human relations

5 i. Sociology

7 j. Social problems

5 k. Anthropololgy

11 l. Marriage and the family

13. SOCIAL STUDIES - cont.

12 m. Drug education

0 n. Other

14. SCIENCE

3 a. Physics

6 b. Computer Science

12 c. Biology

7 d. Anatomy

2 e. Botany

5 f. Geology

6 g. Chemistry:
- 3 General
- 3 Inorganic
- 3 Organic

1 h. Other

15. HEALTH AND PHYSICAL EDUCATION

5 a. Physical fitness

3 b. Activities
- 7 Volleyball
- 5 Tennis
- 6 Bowling
- 3 Badminton
- 4 Folk dance
- 0 Team sports
- 5 Swimming
- 3 Lifesaving

1 c. Other

UNIVERSITY OF CALIF.
LOS ANGELES

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